

This lecture will introduce the proposal to investigate the nature of what Chomsky (1988) calls "science forming capacity", which is the system or set of innate cognitive systems, developed in the course of evolution, which allows the human species to build theoretical knowledge and problem-solving strategies from limited evidence. The hypothesis on which we rely is that this scientific capacity, available for all of us because of our own nature, could be activated through the practice of different theoretical and methodological aspects of the science of Linguistics, taken as an epistemic tool, capable of establishing and structuring categories. It is what the American researcher Maya Honda called "Triggering science forming capacity" (cf. Honda, 1994; Honda & O'Neal, 2007). It is the ability to formulate and entertain questions whose answer is unknown. It is an immensely complex skill, derived from many other ancillary skills. Scientific research on language offers, therefore, a unique opportunity to develop this capacity and can contribute with its different theories, techniques and methodologies which will function as true epistemic tools to be used in the development of basic skills of reasoning – data observation, generalization, hypothesizing, data evaluation -, with direct impact on the students' verbal reasoning abilities and on their oral and written expression. You will be able to see some of these computations in the three following classes, that rely on neuroscience of language.

Honda, M. & O'Neal, W. (2007). *Thinking linguistically: A scientific approach to language*. Malden, MA: Blackwell Publishing.

Honda, Maya. 1994. *Linguistic inquiry in the classroom: "It is science, but it's not like a science problem in a book"*. (MIT Occasional Papers in Linguistics 6.) Cambridge, MA: MITWPL

Part 2

The second part of the lecture will introduce the topic of language revitalization which will be explored in several lectures of the course.

Hinton L. & Hale, K (eds.). *The Green Book of language revitalization in practice*. San Diego & New York: Academic Press, 2001.